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## BOOK REVIEWS

*Principles of Secondary Education: The Studies.* By CHARLES DEGARMO.  
New York: The Macmillan Co., 1907. Pp. 299.

Education is one of the oldest of the arts and one of the newest of the sciences. It has been practiced in some form, ever since there were fathers and mothers and priests; but until this day, and at this day, the majority of those who practice the art are ignorant of the science, or contemptuously skeptical whether there be any science of teaching. Preparation for teaching is generally supposed to consist of the possession of information, and teaching itself, of the act of imparting information. There have, from time to time, appeared seers who perceived that the teacher must know, not only his subject, but the child, the adolescent. Comenius, Pestalozzi, Froebel, Rousseau, were veritable prophets, but "their own received them not," at least not generally. Yet it was not long before their message was understood, so far as it related to children, and the science of elementary education has since their days been in steadily increasing honor. It has been reserved for our own time to advocate and to formulate a science of secondary teaching. Educational magazine literature has for the few years just past been pretty abundantly supplied with discussions of its aspects. But only now the first book in English to take this subject up in a thorough way has appeared. President Hall's great work on *Adolescence* is not forgotten. But, so far as regards the distinctive study of secondary education, it must be said that Dr. DeGarmo's book is the first in the field. The name of the author and the title will arouse general interest in the volume, and this interest will be sustained by the contents. Every student of education will be glad of the book, and will further be glad that another volume is to follow.

This book, as its subtitle indicates, is mainly concerned with the questions of selection, classification, function and relative educational worth, and organization into curricula of the studies suitable for secondary schools. These subjects are discussed in five chapters, the first being devoted to a consideration of the bases for selection, which in the past have been (1) the status of the persons to be educated; (2) the ruling ideals of the time, nation, or curriculum-maker; (3) the range of suitable knowledge available. The extension of the modern programme of study and the drift away from concentration in the narrow fixed curriculum are traced to the development of democracy and the variation in ideals, and the enrichment of the material for study.

In Dr. DeGarmo's classification of the studies themselves (chap. ii) we are carried beyond the traditional groups foreshadowed in the ancient Trivium and Quadrivium, for he proposes a threefold group: (1) the natural sciences, (2) the humanities, (3) economic science, the third division arising from the union of science of man with science of nature. The function and relative educational worth of the studies embraced in these three groups, respectively, are considered in detail in the two following chapters, the first group being subdivided into (1) the exact sciences (mathematics, physics, chemistry, astronomy), (2) the biological sciences (botany, zoölogy, psychology), (3) the earth sciences (geology,

mathematical geography, physical and political geography) ; the second, considered under the heads (1) languages, (2) the fine arts, (3) history. One has only to be told that a modern philosopher, psychologist, and educator is treating of "the function relative and relative educational value" of these subjects of study, to be eager to learn what he has to say. It will not be expected that he will develop without radical modification the view held less than a generation ago, particularly since the avowed purpose of such treatment is to show that "most if not all the effects hitherto ascribed to formal discipline are better explained by a careful analysis of relative educational value as based upon the contents of the studies themselves." A like interest attaches to the fifth and closing chapter of studies in the curricula. Here the reader comes upon a fresh discussion of the twofold aspect of all school studies—"knowledge and technique"—and a fresh exposition of what Professor O'Shea calls the "dynamic factors in education." Then follows a consideration of "Principles of Selection and Arrangement," "Prescription and Election of Studies," and "Correlation of High-School Studies."

The author's list of high-school studies is infelicitous in including philosophy, which, we are told on page 94, is "not a subject of high-school study." The diagram illustrating this part of the general discussion has probably found its chief use in the interest with which the author wrought it out as a translation into graphic expression of what he had set forth in the text. Certain parts of the book, which are in a sense incidental to its main purposes, are by no means of secondary value. The treatment, in the Introduction, of the "Social and the Individual Bases of Education" is a contribution to the literature of the subject. The question of "formal discipline" is discussed in an illuminating way, as is also the subject of the six-year high school. Typical American and foreign secondary-school programmes, including manual-training and commercial high-school programmes, occupy eighty pages of the appendix.

Dr. DeGarmo's book is sure to have a much wider reading than it seems to invite by its title-page, wherein it is declared to be a "textbook."

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*American Problems: Essays and Addresses.* By JAMES H. BAKER. New York: Longmans, Green & Co., 1907. Pp. 222.

Those to whom President Baker, of the University of Colorado, is known, either personally or professionally, recognize in him a forceful leader whose philosophy of life is markedly idealistic ; one who not only preaches the doctrine of idealism, but who seeks also to make his idealism and his optimism the controlling factors in the formulation of his social and educational creeds.

The volume before me, *American Problems*, comprises a number of miscellaneous essays and addresses which have been roughly grouped under the several captions, "Ideals," "Sociological Problems," and "Education." The apparently divergent topics treated of are knit together by a characteristic thread that the author has spun from his thoughtful analysis of the hopeful strivings of our civilization toward the ideals of democracy. Without bias or fulsomeness he has aimed consistently, directly, and clear-sightedly to bring to view some of those things that constitute the real warp and woof of our American life.

The seven chapters making up the "Ideals" group are worthy and inspiring